**Primary School & Nursery Class**

**Pupil Improvement Plan**

**2022/23**

 responsi**B**ility

 gr**A**titude

 **BELIEVE IN YOURSELF**

 hu**M**ility and forgiveness

 persever**A**nce

 **L**ove

 **ACHIEVE YOUR GOALS**

 h**O**nesty and gener**O**sity

 compassion and respe**C**t

 friends**H**ip & family

**A Place of Enthusiastic Learning and Achievement!**

Our Pupil Voice groups within Balmalloch Primary School and Nursery are –

* Pupil Council
* Rights Respecting Schools Committee
* Digital Leaders
* Young STEM Leaders
* Eco Committee
* Sports Committee
* Reading Schools Committee
* Health and Wellbeing Committee
* DYW Committee
* Fairtrade Committee
* British Council Partnership Schools Committee
* Pupil Representatives

These groups also involve children from Primary 1-7.

We also introduced School Captains, Vice-Captains and Prefects known as our Pupil Representatives during the session 2019/20 to further support Pupil Voice, making a difference to learners’ experiences and opportunities for achievement.

Our Pupil Voice groups create targets that the groups take forward through their work as part of a Pupil Voice group. The children, overseen by the adult responsible for that area, include how they will measure the success in achieving the improvement targets set and identify any resources needed.

**PUPIL VOICE**

Education Scotland state –

“In schools and early learning and childcare (ELC) settings, learner participation is core to a good education. As part of all educational experience, it is young people’s right to have a say in matters that affect them.”

Our pupil voice groups create targets that the groups take forward through their work as part of a Pupil Voice group. The children, overseen by the adult responsible for that area, include how they will measure the success in achieveing the improvement targets set and identify any resources needed.

To ensure that children are given opportunities to share their views and opinions on school improvement, we have recognised the need for a Pupil Improvement Plan that incorporates the views and opinions of our children but also allows them to have an active role within delivering improvement in Balmalloch Primary School & Nursery Class.

**rATIONALE**

 **PARENTS/CARERS**

**School improvement planning**

**Has the School Improvement Plan been communicated to the wider parent forum, school community, children and young people, staff and partners?**

**Has a process been set up to regularly review progress of the School Improvement Plan with stakeholders and discuss/measure the impact on outcomes?**

**Is the Standards and Quality report prepared annually for parents to communicate progress on the School Improvement Plan and identify key strengths and areas for improvement?**

**Have you ensured that school improvement and reporting documents are in plain English, easily understandable and in ‘parent-friendly’ language?**

**Involving Parents/Carers**

**‘\* Vision/Aims/Rationale**

**‘\* Improvement Planning and Self-Evaluation**

**‘\* Reviewing Policies**

**‘\* Enhanced Curriculum (e.g.) Volunteers**

**‘\* Short-Life Working Groups (e.g.) Poverty Proofing**

**‘\* Developing the Young Workforce**

**Education Scotland**

**Engaging Parents and Families**

**A Toolkit for Practitioners – School Improvement Planning**

**‘Parents have their own perspectives on school education and what can be done to improve standards and quality. Schools should foster a positive and open ethos which encourages parents to share these perspectives’. (Scottish Schools (Parental Involvement) Act Guidance, 2006.**

**Reflective Statements:**

**The School Improvement Plan has a strategic focus with simplified, clear, streamlined, prioritised approaches along with realistic and achievable timescales that lead to improved outcomes for learners.**

**A range of evidence is used to identify priorities for improvement.**

**Parents and the school community are involved in reviewing progress and identifying priorities as part of the School Improvement Planning process and cycle.**

**Leadership of Change & Leadership of Learning**

**What is School Improvement Planning?**

School Improvement Planning is a process by which members of the school community conducts a thorough evaluation of their school’s educational programming in the previous school year/s and the development of a written school plan that:

* Establishes the starting point for ongoing evaluation of efforts
* Unifies independently organised school improvement efforts from various areas of the total school programme into a single, focused process.

**Partners in Planning for Improvement**

* Start small – the most effective programmes come when adaptions can be made freely. Pupils and parents/carers need time to get used to the formality of the meetings and what is expected of them.
* High quality discussions around school improvement planning are vital.
* Regular meetings allow for more flexibility.
* Keep staff, pupils, parents and partners updated with any progress.

**In Partnership with …**



⚫ Staff ⚫ Pupils ⚫ Parents ⚫ Community

**Improvement questions**

* How do your pupils help to shape and evaluate your school improvement plan?
* How well do you engage parents and partners in identifying/evaluating school priorities?

**Taking Account of…**

* National Improvement Framework for Scottish Education
* How Good Is Our School?, How Good Is Our School – Learners?, How Good Is Our Early Learning and Childcare?
* The Scottish Attainment Challenge

**Pupil Improvement Plan**

**Pupil Voice Group: Young Stem Leaders**

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| **Pupil Voice Improvement Priority** | **Targets** | **Timescale** |
| **To enhance a Digital Pedagogy across all stages of the curriculum this session, developing employability skills and social enterprise to improve outcomes for all learners.** | To develop learners’ higher-order thinking skills by connecting classroom practice to the real world.  | June 2023 |
| To review programmes to ensure collaboration, communication, research, problem solving, critical thinking and creativity between STEM disciplines.  | June 2023 |
| STEM Week to be introduced termly to cover STEM box planners, Science and Technology areas of CfE.  | June 2023 (working on building up to this this year) |
| Review STEM and Science planners across all stages. Adapt and develop where applicable.  | March 2023 |
| Provide creative and exciting learning opportunities through partnership working with local agencies.  | June 2023 |

**LEAD: MEMBERS:**

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| **Resources** | STEM Box Planners, YSL Programme |
| **Involvement of Parents/Carers** |  |

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| **Checkpoint 1 – Term 1** |  |
| **Checkpoint 2 – Term 2** |  |
| **Checkpoint 3 – Term 3** |  |
| **Checkpoint 4 – Term 4** |  |

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|  | August 2022 | September 2022 | October 2022 | November 2022 | December 2022 |
|  | Prepare packs and application forms. Gather interest (P6 only). 5 pupils per class.Coral – Course on becoming a Tutor Assessor | Select STEM leaders. Introduction to STEM, careers involving STEM. Self-evaluation complete.YSL Pupil Voice Display created. | Discover: Lesson and LogLearning about STEM in the wider world. | STEM Week Planning and working with classes – YSL Christmas Challenge.Nursery visit organised. | Create: Lesson and LogYSL to have opportunity to research ways to begin implementing STEM with other classes. |
| January 2023 | February 2023 | March 2023 | April 2023 | May 2023 | June 2023 |
| Inspire: Lesson and LogLook at box planners to incorporate into IDL for all classes. | STEM Week Planning and working with classes – Valentine’s Theme – LandmarksNursery visit organised. | Research of different STEM projects to implement and try.Survey of staff: use of STEM/Science planners. | Lead: Lesson and LogYSL to prepare a STEM lesson for a class (in pairs). | YSL to select lesson activity from the year to work in pairs and run workshops for younger children - STEM Fun Day.Nursery visit organised. | STEM Leadership Log completed and signed off. |

**Appendix 1:**

When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

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| **UNCRC** | **HGIOS 4 & HGIOELCC****HGIOS LEARNERS** | **National Improvement Framework: priorities and drivers** |
| Article 1 - definition of the childArticle 2 - non-discriminationArticle 3 - best interests of the childArticle 4 - implementation of the ConventionArticle 5 - parental guidance and child's evolving capacitiesArticle 6 - life, survival and developmentArticle 7 - birth registration, name, nationality, careArticle 8 - protection and preservation of identityArticle 9 - separation from parentsArticle 10 - family reunificationArticle 11 - abduction and non-return of childrenArticle 12 - respect for the views of the childArticle 13 - freedom of expressionArticle 14 - freedom of thought, belief and religionArticle 15 - freedom of associationArticle 16 - right to privacy                                 Article 17 - access to information from the mediaArticle 18 - parental responsibilities and state assistanceArticle 19 - protection from violence, abuse and neglectArticle 20 - children unable to live with their familyArticle 21 – adoptionArticle 22 - refugee childrenArticle 23 - children with a disabilityArticle 24 - health and health servicesArticle 25 - review of treatment in careArticle 26 - social securityArticle 27 - adequate standard of livingArticle 28 - right to educationArticle 29 - goals of educationArticle 30 - children from minority or indigenous groupsArticle 31 - leisure, play and cultureArticle 32 - child labourArticle 33 - drug abuseArticle 34 -sexual exploitationArticle 35 - abduction, sale and traffickingArticle 36 - other forms of exploitationArticle 37 - inhumane treatment and detentionArticle 38 - war and armed conflictsArticle 39 - recovery from trauma and reintegrationArticle 40 - juvenile justiceArticle 41 - respect for higher national standardsArticle 42 - knowledge of rights | **HGIOS & HGIOELCC**1.1: Self-evaluation for self-improvement1.2: Leadership for learning1.3: Leadership of change1.4: Leadership and management of staff1.5: Management of resources to promote equity2.1: Safeguarding and child protection2.2: Curriculum2.3: Learning teaching and assessment2.4: Personalised support 2.5: Family learning2.6: Transitions2.7: Partnerships 3.1: Ensuring wellbeing, equality and inclusion 3.2: Raising attainment and achievement 3.3: Increasing creativity and employability Specific to HGIOELC 3.2: Securing children’s progress 3.3: Developing creativity and skills for life**HGIOS – LEARNERES*** + - Our Relationships
		- Our Learning and Teaching
		- Our School and Community
		- Our Health and Wellbeing
		- Our Successes and Achievements
 | **NIF Priorities**1. Placing the human rights and needs of every child and young person at the centre of education
2. Improvement in children and young people’s health and wellbeing;
3. Closing the attainment gap between the most and least disadvantaged children and young people;
4. Improvement in skills and sustained, positive school leaver destinations for all young people
5. Improvement in attainment, particularly in literacy and numeracy.

**NIF Drivers**1. School and ELC Leadership
2. Teacher and Practitioner Professionalism
3. Parent/Carer Involvement and Engagement
4. Curriculum and Assessment
5. School and ELC Improvement
6. Performance Information
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